

# **DISTRICT NARRATIVE RESPONSES**

**FY 05**

**District Name** \_\_\_\_\_

**County/District Code** \_\_\_\_\_ **Date** \_\_\_\_\_

**Individual Submitting Responses** \_\_\_\_\_

**Title** \_\_\_\_\_

**Name of Superintendent** \_\_\_\_\_

**Signature of Superintendent** \_\_\_\_\_

#1

## **Referral Process**

Referral is present for an initial evaluation or a reevaluation at parent request.

### **Documentation required:**

Describe in sequential order your agency's procedures for referring a child for a special education evaluation (both parent referrals and staff referrals).

### **Parent referral procedures:**

### **Staff referral procedures:**

**#2**  
**Procedural Safeguards**

Individuals responsible for the provision of services to children with disabilities are informed of the Procedural Safeguard rights for parents and children.

**Documentation required:**

Describe below the agency's procedures for informing individuals who are responsible for the provision of services to children with disabilities of the Procedural Safeguard rights for parents and children.

**# 3**  
**Transition**

The district identifies and makes available a variety of appropriate community work opportunities for children with disabilities. (N/A for K-8 districts, UNLESS students age 14 or younger, are enrolled for whom the IEP team has determined a need for transition services.

**Documentation required:**

1. Describe your agency's/district's process for including the following in a student's Transition Plan:

(a.) The student's interests and post-secondary goal

(b.) Parent input

(c.) Outside agency input

2. Describe how a course of study is developed to ensure that the student's post-secondary goal is met.

3. Describe how you ensure that the activities and goals in a Transition Plan promote movement from school to work or post-secondary education or training.

**#4**

**Related Services**

Children with disabilities receive the related services they need to enable them to benefit from special education.

**Documentation required:**

Describe the related services that your agency is currently providing for students with disabilities to enable them to benefit from special education.

**#5**

**Least Restrictive Environment**

Regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

**Documentation required:**

Write a short summary of how IEP teams determine Least Restrictive Environment for students with disabilities at each of the following levels:

**ECSE**

**Elementary (K-5)**

**Middle School/High School (6-12)**

## #6

### **Extended School Year**

Extended School Year services are considered by the IEP team.

#### **Documentation required:**

Describe your agency's process:

1. for determining students' eligibility for ESY services
2. for determining the type and amount of services students receive for ESY

**Include the number of IEP students that received extended school year services in the Summer of 2003.**

## Vocational Classes

Indicate an **unduplicated count** of the number of students in your district enrolled in Vocational classes:

	(A) Enrollment in Vocational classes	(B) Grades 9-12 Total Enrollment	(A divided by B)  Percentages
Number of special education students			
Total number of students (special education and regular education)			

**FOR EXAMPLE:** If there are 10 Special Education students enrolled in vocational classes out of a total of 40 high school special education students, this results in a 25% vocational participation (10 divided by 40 = 25%)  
If there are 100 students total (both regular and special education) enrolled in vocational courses with a total high school enrollment of 500, this results in a 20% vocational participation rate (100 divided by 500 = 20%)



# **Special Education Performance Data Profile**

The agency is not required to make any compliance calls related to their performance data profile for students with disabilities. That information will be reviewed by the DESE Compliance Section and the agency provided with a summary of the analysis of the data.

Agencies should review their profile for accuracy, as well as, for evidence of improvement and/or maintenance of high levels of achievement for students with disabilities.

## **MSIP STANDARD 7.1**

Each agency going through an MSIP review for the 2004-05 school year will receive a report in regard to their special education programs in their MSIP Final Report at Standard 7.1. This includes districts that are not scheduled for an on-site review by the Special Education Compliance Section. (Waiver districts will not receive a 7.1)

Agencies should become familiar with the content of the 7.1 Standard. (See Sample 7.1)

## **EXEMPLARY PROGRAMS**

If an agency feels that it has Exemplary Program(s) to provide services to students with disabilities, they may submit evidence of those with their Self Assessment materials. In order for a program to be considered as Exemplary, there must be **data** that demonstrates a connection between the elements of the program and improved performance for students with disabilities. Exemplary Programs should be able to be replicated throughout the state.